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Determination of the Relationship Between Teacher Problems and School Success

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Abstract
The aim of this study is to determine what the teacher problems are in different dimensions and to find out if there is a relationship between teacher problems and school achievement. For this purpose, it has been tried to determine how the teacher problems differ according to the variables such as gender, seniority, title, school level, branch and type of school. The research includes teachers who work in primary, secondary and high schools. The scale used as the data collection tool of the survey contains 35 items in total under five main headings. In the questionnaire, short answer questions were added under five headings prepared in the form of likert with a total of 106 items, which were expressed in the press, councils and scientific studies, and it was distributed to the 28 teachers. By analyzing the information gathered from the 28 teachers, the researcher tried to develop a scale of 50 items by combining similar subjects covered under different headings. The developed scale was reapplied in a school with 22 teachers and then factor analysis was performed on these 50 items. Expressions with low item scores were removed and it was finalized as a 35-item scale. The Cronbach Alpha reliability coefficient for the 50-item scale was found to be 0.82, and the reliability studies weren't conducted for the new scale. The scale continues to be applied at the moment. The obtained information will be analyzed in the light of research sub-problems after the implementation process.
Keywords: Education Issues, Teacher Problems, School Success, Modern Education

1. Introduction

The education-training problem, which directly affects the development of a country in every aspect, also grows in Turkey day by day and acquires new dimensions. In our country where the population of the students is more than the total population of many countries, it is necessary to meticulously handle the issue of education and training, to update it in accordance with the conditions of the day, and to provide a structure for raising qualified people of the future. The powers that govern the countries may change over the time but each country must have educational policies that are suited to its own circumstances and possibilities, and those policies should be shaped purely and simply by the conditions of the day, not by the political powers that come.

When the concept of education and training is mentioned, its teacher, student, curriculum and partly parents' dimensions occur. It can be said that of all these four dimensions which form the basis of education-training period the teacher is the most significant one. Because the teacher is the person who influences the student on one hand and the parents on the other hand with his/her personality, culture, knowledge, in short with all the equipment he/she has and also the teacher is the one who applies the current program. Compared to other professions, teaching profession has to be regarded as the most important profession in a society even though it hasn't gained its deserved place among the society. This is because the teacher is the person who trains individuals in the professions belonging to the fields of medicine, technical, engineering, science and social sciences and visual arts which contribute to the development of a country in scientific, technological, industrial, cultural and artistic fields. In short, the development of a country depends primarily on the educational policy and then on "the quality of the teachers, the curriculum and the educational opportunities (material, library etc.)" (Gündüz & Can, 2011).

It can be said that the history of teaching profession goes back to the very early times and even it is one of the first professions in the history. It seems that the teaching profession which parents themselves used to perform it in the early ages started to be perceived in the real sense as a professional profession that necessiates special education and skill along with the French Revolution (Öztürk, 1988). Akyüz states according to the Article 12 of the Law No. 789 on the Organization of the Ministry of Education dated 22 March 1926 that "teaching is a profession which has priority and superiority" (Akyüz, From the Beginning to 2001, Turkish Education History, 2001). On the other hand, the teaching profession is at the top of the professions in that the state provides the most employment each year. In Turkey the young population is large and thereby it increases each year thus it necessiates an increase in the number of schools and teachers. The table below shows the increase in the number of schools, teachers and students in the last four years.

Table 1. Number of schools, teachers and students according to the school type and the academic year

School Type	Academic Year	Number of Schools	Number of Students	Number of Teachers
Pre-School	2012-2013	27.197	1.077.933	62.933
	2015-2016	27.793	1.209.106	72.228
Primary School	2012-2013	29.169	5.593.910	282.043
	2015-2016	26.522	5.360.703	302.961
Secondry School	2012-2013	16.987	5.566.986	269.759
	2015-2016	17.343	5.211.506	322.680
High School	2012-2013	10.418	4.995.623	254.895
	2015-2016	10.550	5.807.643	335.690
Number of the schools, students and teachers in total	2015-2016	61.203	17.588.958	993.794

Source: (National Education Statistics Organized Education 2015-2016, 2016)

As can be seen in Table 1, we are in a country where there are 17,588,958 learners except higher education and this figure is more than the total population of many countries in the world. The number of teachers that serve such a number of students has also reached about a million. For a better quality of teacher services, it is necessary to minimize the problems in both working life and daily life of teachers. Because "no education system can produce services above the quality of the personnel who will operate that system. The quality of the teacher, one of the most important elements of the education system, is closely related to the problems of the profession and its members" (Kavcar, 1987). The quality of the trained teacher is more important than all other variables related to the education system, because the teacher is the one who elaborately embroiders the doctors, the engineers, the writers, the artists, the mothers and etc. of the future. While the quality of the teacher has come to the fore in the context of educating qualified individuals for the future, training teachers, in this way education system is the field on which most of the model experiments are made. Teacher schools, which were partly more qualified prior to the 1980 coup, had been exposed to a number of criticisms and reduced in quality and teachers had been trained with funny practices such as distance education, letter training, 2-3 months training practices in this country.

Teaching profession is a profession that requires skills and talent. However, besides education faculties many kinds of formation programs that change in each term according to the populist approaches in terms of its time, application and content have been in use to educate teachers from other faculty students, especially science and literature faculties and teacher assignments are made to the areas required by exams called KPSS, which can only measure behavior at the level of knowledge. Morever since these programs are paid, formation courses are conducted by the faculty members who themselves have no formation. This is a sign that the problem of scientific ethics has not yet been solved in the universities at first.

Teacher problems comes at the beginning of problems that have not been resolved in Turkey for many years and that are even rooted problems. These problems can be classified as problems related to the system, teacher training, and the problems that governments need to solve. These problems are separated by Akyüz as professional and non-professional problems and professional problems are listed as "problems of organization of teachers, problem of teacher training, numerical situation of teachers, economic problems of teachers, legal statutes of teachers, professional publications of teachers" (Akyüz, Türkiye'de Öğretmenlerin Toplumsal Değişmedeki Etkileri 1848-1940., 1978). The nonprofessional problems of teachers are more often seen as problems such as personal characteristics, its place among the people and relations with the people, and the place of teaching profession in politics. Today it is hard to say that there is a decrease in the teacher problems. Studies conducted in the area throughout the time (Çelikten, Şanal, & Yeni, 2005/2) (Özpınar & Sarpkaya, 2010) (Uygun, Bahar 2012), shows that teacher problems haven't been able to solved yet and even it has transformed into something more complex.

It is especially difficult to say that the studies carried out in order to ensure the professional development of the teachers have an influence on the development of the teacher. According to the International Teaching and Learning Research 2010 (TALIS) report, Turkey has a young population of teachers; however, their professional development needs cannot be fully determined and most teachers think that the professional development activities they participate in are not effective (Büyüköztürk, Akbaba Altun, & Yıldırım, 2010). A number of changes have been made in the assignment of teachers in recent years. The Selection and Placement Center (OSYM) announces in December 2012 that OSYM Presidency and State Personnel Department (DPB) have signed a protocol for an additional examination to KPSS for teacher recruitment in line with the request of Ministry of National Education (MEB – MoNE). Protocol has made a decision in 2013 about the additional examination in the branches as Turkish, Primary Mathematics, Science and Technology, Social Studies, Turkish Language and Literature, History, Geography, Mathematics (High School), Physics, Chemistry, Biology,

Religion Culture and Ethics and Foreign Language (German, French, English). Teacher field knowledge test (ÖABT) was decided to take place on July 14, 2013 (Eğitim Reformu Girişimi, 2013). It has been reported that an interview test will be conducted especially for contracted teacher assignments from 2016 onwards. In short, objective and scientific criteria cannot be determined yet in entering the teaching profession and new practices are introduced according to the conditions of the day.

In addition to the numerous problems listed above, the teacher has problems with the administration, the parents, and the students that he or she has encountered while performing his occupation. As the criteria that emphasize management knowledge, ability and skills are not sufficiently taken into consideration in school administrators' assignments, school administrators are not selected by scientific methods. Therefore, while the manager has to solve many problems in the school himself, he starts to make the problems even bigger instead. The students, the school's administrators and the parents are also responsible for the success of a school as well as the teacher. From the teacher's point of view, the situation is really frightening. In a survey conducted by a union, 52 percent of teachers said they never attended such activities as cinema, theater, opera, concert and ballet, while 41 percent said they never went to activities such as conferences, panels and symposiums and 85 percent said they could not read daily newspapers (Milliyet, 2011). These activities are the ones that develop the teachers' general cultural knowledge and environmental culture and more than half of them couldn't participate in such activities for one reason or another. In addition to these problems, loss of reputation of the teaching profession, economic problems, in-service training problems and other problems make it harder to expect success from such a teacher. Apart from all these problems, the profession of teaching is seen as a business door on the one hand and on the other hand the concept of "Become a teacher if nothing happens" still continues. In recent years, there have been a number of applications that have increased the loss of respect for the teaching profession mentioned above and which are fueled by the media. Behaviors, which can be found in every profession but of course cannot be accepted by the society, are incited and public opinion is put under pressure; thus, a lynching attempt against the teachers occurs. Teaching profession is at the head of the most prominent professions compared to other ones and so the slightest mistake takes the instant attention. However, the disciplinary offenses that teachers have committed and which require punishment are far below public initiatives. N. Avci, current Minister of Education, announces the disciplinary offenses and punishments of the last 15 years in an institution where approximately one million teachers serve, as follows: "Between January 2001 and March 2016, 2,494 files were received by the Ministry with the request of removal from public office, of which 1,498 were admitted and removed from the profession. Of these 1,498 decisions of dismissing, seven per cent were for theft, 13 per cent for absenteeism, 41 per cent for sexual crimes, 2 per cent for assaults, 22 per cent for embezzlement, 6 per cent for political offenses and 4 per cent for forgery. Of the 1,498 decisions of dismissing, approximately 621 ones which equal 41 percent of them were within the scope of sexual crimes. This does not mean that there is an increase in tendency to sexual crimes since media include them. In the last fifteen years, 2011 has been the year with the highest decision of dismissing due to sexal crimes and 80 people have been dismissed in that period. 43 personnel in 2013, 50 in 2014, 70 in 2015 have been dismissed for this reason (Atakan, 2016). In a vocational field where one million people in total are employed, it is not an acceptable behavior that 50 or 60 teachers commit this kind of embarrassing crime. However, it is reflected in public opinion as if in almost all of the schools such crimes were committed and our children shouldn't trust the school. These are the efforts to create totally unfair feelings.

Subjects related to the parents of the students such as their educational levels, their view for schools and teachers, their time spending with their children and their choices for spending leisure time are among the elements that directly affect the school success and thereby the student success. In this study, rather than academic achievement, the topic of the teacher, which is one of the cornerstones of academic success, is being studied. The problems faced by teachers have been researched and expressed by different people and institutions. However, there are not many studies that take teacher problems from their own sources. It is expected that this research will contribute to coming fore of the teacher problems, determining the criteria applied in the selection of the teachers, providing guidance information for the system and legal regulations to be made at the institutional level.

The aim of the research is to identify the problems faced by primary, secondary and high school teachers and to reveal their relation with school success.

1. What are the difficulties faced by teachers in the context of economic problems, psychological problems, pre and post service problems, social issues and employee rights issues?
2. Do the problems faced by the teachers differ according to their;
   - A. Gender,
   - B. Seniority,
   - C. Titles,
   - D. The school level they work at
   - E. The academic achievement of the institution,

F. The types of high school

3. Is there a meaningful relationship between teachers' level of perception of problems and their seniority, school level they work at, the academic success of the institution and the type of high school?

2. Method

2.1 The Research Model

This study was conducted in descriptive survey model in order to reveal the problems faced by teachers working in primary, middle and high school s and its relation to their academic success. In this context, the teachers expressed the problems of the profession through a questionnaire.

2.2 Universe (Population) and the Sample

This study was carried out in a total of 24 schools including 3 primary schools, 12 secondary schools and 9 high schools in Kayseri. The purposeful sampling method is preferred to determine the sample, schools have been tried to be determined based on their academic achievement and being in province or district. In this context, 8 schools from the districts and 16 schools from the provinces have been selected. The distribution of the teachers working in these schools according to different variables is given in Table 2. When the table is examined, it will also be seen that 575 teachers, 307 women and 268 men, have expressed their views on the problems. More than one third of these teachers (39.7%) are the experienced teachers who have left 15 years behind in their profession. That means that teachers who know the problems of the profession well and thus, considered to be able to evaluate it more thoroughly have participated in the research. In Turkey, in order to encourage teachers' self-renewal, once titles were given to them and teachers received titles such as teachers, specialist teachers and head teachers. The specialist teacher and the head teacher were included under the same heading in the study. 12,4% of those who participated in this study consisted of teachers who had received the mentioned titles. School administrators were also included in the survey to reveal different perspectives, and about 5.4% of the participants were school principals or assistant principals. 9,0% of the teachers participating in the research are in primary school. Of the research schools, 20.3% are Anatolian High School, and 39.9% are Anatolia Vocational High School. As to the remaining 39.8%, it is composed of teachers working in primary and secondary schools.

Table 2. Demographic distributions of teachers participating in the survey

Variable	Property	Frequency (f)	Percent (%)	Total
Gender	Female (woman)	307	53,4	575
	Male (man)	268	46,6	
Seniority	0 – 5 years	116	20,2	574
	6 – 10 Years	116	20,2	
	11 – 16 Years	114	19,9	
	16 years and more	228	39,7	
Title	Teacher	503	87,6	574
	Expert teacher	71	12,4	
Task	Manager	31	5,4	575
	Teacher	544	94,6	
Area	Classroom teacher	52	9,0	576
	Branch teacher	524	91,0	
	Classroom teaching	41	7,1	
Branch	Verbal section	330	57,3	576
	Digital Section	205	35,6	
School	Primary school	56	9,7	576
Level	Middle School	254	44,1	
	High school	266	46,2	
High School Type	Anatolian High School	117	20,3	295
	Vocational high School	178	30,9	

Since the teachers' branches differ a lot, teachers in the study have been handled as a class teacher and under 2 different branches; Verbal and numerical sections.

2.3 Obtaining and analyzing the data

The scale used as the data collection tool of the survey contains 35 items in total under five main headings. In the questionnaire prepared in the form of a total of 106 items likert, which were expressed in coincils, press and scientific studies, short answer questions were added under five headings and were distributed to the 28 teachers. By analyzing the information gathered from 28 teachers, the researcher tried to develop a scale of 50 items by combining similar subjects covered under different headings. The developed scale was reapplied to 222

candidate teachers and then factor analysis was made on these 50 items.

In order to determine the factor structure of the scale, principal components factor analysis was applied to the scores obtained from 222 teacher candidates' responses to the scale. In the principal components factor analysis, the Kaiser-Meyer-Olkin (KMO) value was found to be very high, 0.89 over the acceptable limit of 0.70. As the KMO coefficient approaches 1, it means that the data is suitable for analysis and 1 is perfect fit. As to the Bartlett Sphericity test, it is a statistical technique that can be used to check whether data come from a highly variable normal distribution. The Barlett Sphericity test was found to be significant according to the analysis result in the study (χ^2=926,32; p<0,01). The Kaiser criteria were adopted for the principal components factor analysis process and it was based on the factor load of at least 0.35 and variance ratio of 0.40 and above. Varimax rotation was applied to the data to obtain a clearer view of the factor load distribution. The internal consistency coefficient (Cronbach Alpha) was calculated to determine the reliability of the scale. These data are presented in Table 3.

Findings related to Varimax rotation results, item-total test correlations and internal consistency coefficient on the factor structure of the scale are also given in Table 3. When Table 3 is examined, it can be seen that the scale has a five-factor structure. It was observed that the eigenvalues of the components of the scale were 7,55, 5,65, 3,26, 2,42, 1,70 respectively, and these five subcomponents explained 54% of the total variance (Variance explanation ratios are 17,09%, 13,21%, 10,96%, 8,42%, 4,32%, respectively). In addition, item test correlations were calculated with respect to item validity and homogeneity of the scale and item total test correlations were found to be between r = 0.38 and r = 0.64.

The questions in the scale were classified under five groups. The distribution of groups and questions is as follows:

1. Economic problems :1, 2, 12, 13, 21, 28
2. Employee rights issues :10, 23, 24, 25, 26, 27, 29, 30
3. Psychological problems :7, 8, 11, 15, 16, 17, 18, 32, 33, 34, 35
4. Pre-service, in- service training and program issues :5, 6, 19, 20, 22
5. Social issues :4, 9, 14, 31

The problems listed above were classified and scored as "very important problem (5,00-4,20), important problem (4,20-3,40), problem (3,40-2,60), unstable (2,60 - 1,80) And not a problem (1,80 - 1,00) ".

After loading the research data into the appropriate statistical program on the computer, percentage, mean and frequency techniques were used for the description of the data in terms of sub-problems of the research. T-test and anova were used when describing the differences according to the variables and appropriate correlation techniques were used while the correlation between the variables was described.

Table 3. Factor Structure, Item Total Test Correlation and Cronbach Alpha Internal Consistency Coefficient of the Scale

Scale items	Item Total Test Correlation	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
M1	,641	,793				
M2	,632	,776				
M12	,613	,642				
M13	,597	,559				
M21	,571	,512				
M28	,563	,407				
M10	,541		,726			
M23	,522		,692			
M24	,510		,671			
M25	,501		,612			
M26	,492		,599			
M27	,481		,545			
M29	,477		,493			
M30	,469		,416			
M7	,463			,696		
M8	,456			,675		
M11	,451			,604		
M15	,449			,563		
M16	,442			,524		
M17	,437			,493		
M18	,432			,471		
M32	,429			,452		
M33	,413			,418		
M34	,411			,406		
M35	,403			,398		
M5	,401				,721	
M6	,399				,686	
M19	,397				,651	
M20	,392				,522	
M22	,388				,435	
M4	,383					,655
M9	,382					,583
M14	,377					,491
M31	,375					,432
Eigenvalues		7,552	5,651	3,263	2,424	1,703
Variance Ratio Explained		17,09	13,21	10,96	8,42	4,32
Internal Consistency Coefficient (Cronbach Alpha)		,87	,81	,79	,85	,83

3. Findings

In this section, the data were tried to be given in the direction of the research sub-problems.

1. What are the difficulties faced by teachers in the context of economic problems, employee rights issues, psychological problems, pre-service and post- service issues, and social issues?

Table 4 gives opinion about the thoughts of teachers about the level of the problems given under the five main headings above.

Problems of Teachers	n	Avarage ($\bar{X}$)	Standard Deviation (SS)
Economic Problems	576	3,92	,67
Employee Rights Issues	576	3,59	,91
Psychological Problems	576	3,56	,65
Pre-service, in-service and program issues	576	3,83	,70
Social Issues	576	4,18	,63
General Problem Average Level	*576*	*3,75*	*,58*

When Table 4 is examined, it is seen that teachers expressed the problems in all areas as "important problem ($\bar{X}$= 3.75)". Social issues ($\bar{X}$= 4,18), which include problems such as lack of prestige, cultural and scientific activities, and the fact that teachers can not raise themselves in social areas ($\bar{X}$= 4,18), have emerged as the

most complained subject area by teachers. The second major problem that teachers faced and complained about was found to be the economic problems ($\bar{X}$= 3.92), which are among the most important causes of teachers' loss of dignity. The problem items handled under the heading of psychological problems are included in the heading which appears to be the least problem in the classification (with $\bar{X}$= 3,56 average). The issue that teachers don't see as a problem is that the summer holidays are long ($\bar{X}$= 1,83).

5. Levels of problems faced by teachers according to different variables

In this section, the problems experienced by the teachers are classified according to the variables such as gender, seniority, title, school type, level of success of institution and high school types. In Table 5, there are findings about the extent to which the problems faced by teachers differ according to their gender.

When Table 5 is examined, it is observed that the teacher problems are statistically different in each dimension at 05 level according to teacher gender. Considering the averages, it turns out that female teachers feel the problems more than male teachers. In most of the problems, or in most sub-dimensions, the teachers see the problems addressed in this context as an important problem. Only female teachers have expressed the social issues they have experienced as a *very important problem.* In the perception of problems related to pre-service, in-service and curriculum, the views of female and male teachers were found to be closer than other dimensions. The problem that both groups perceive as problems but they perceive less than other dimensions is the psychological problems.

Table 5. Results of t test on differences of teacher problems according to gender variable

Groups	Gender	N	$\bar{X}$	SS	t - testi t	Sd	p
Economic Problems	Female	307	3,99	,69	2,56	573	,01
	Male	268	3,85	,64			
Employee Rights Issues	Female	307	3,69	,97	2,71	573	,01
	Male	268	3,48	,82			
Psyhological Problems	Female	307	3,64	,66	3,32	573	,00
	Male	268	3,46	,63			
Pre-service-in- service and program issues	Female	307	3,88	,70	1,94	573	,05
	Male	268	3,77	,71			
Social issues	Female	307	4,25	,59	2,79	573	,01
	Male	268	4,11	,67			
Overall avarage	Female	307	3,83	,59	3,43	573	,00
	Male	268	3,66	,56			

P<,05

Findings in Table 5 show the level of teachers' perception of problems according to their seniority.

The Anova test was conducted in order to determine the perception differences on the problems of teachers according to their seniority. According to the results of ANOVA test (Table 5), the level of perception of problems related to psychological (r =, 04) pre-service and in-service, curriculum (r =, 00) and social problems (r =, 01) was found to be statistically significant at 05 level according to the seniority of the teachers. LSD test which was applied to determine where the difference was based on shows that in the perception of psychological problems, there is a difference between the 1-5 year and 11-15 year teachers, in the perception of problems related to pre – service, in-service and teaching programs there is a difference between the 1-5 year, 6-10 year teachers and 11-15 year teachers, in the perception of social problems there is a difference between 1-5 years and other seniority. Considering the averages, it was found that those between 1-5 and 6-10 years of seniority perceived problems at a higher level than other seniorities.

Table 5. Anova test results on the level of teachers' perception of problems according to their seniority.

Groups	Descriptive values Seniority	n	X̄	SS	Anova results Var. K.	KT	sd	F	p
Economic problems	1-5 years	116	3,92	,75	Intergroup	,60	3		
	6-10 years	116	3,96	,66					
	11-15 years	114	3,86	,73	Intragroup	258,41	570	,44	,72
	16 years and over	228	3,93	,61	Total	259,01	573		
Employee rights issues	1-5 years	116	3,61	,77	Intergroup	2,25	3		
	6-10 years	116	3,50	,73					
	11-15 years	114	3,54	,83	Intragroup	475,10	570	,90	,44
	16 years and over	228	3,66	1,07	Total	477,35	573		
Psyhological problems	1-5 years	116	3,68	,67	Intergroup	3,50	3		
	6-10 years	116	3,62	,60					
	11-15 years	114	3,48	,69	Intragroup	240,88	570	2,76	,04
	16 years and over	228	3,50	,64	Total	244,38	573		
Pre-service, in-service and program issues	1-5 years	116	3,96	,68	Intergroup	6,93	3		
	6-10 years	116	3,95	,69					
	11-15 years	114	3,68	,78	Intragroup	278,02	570	4,74	,00
	16 years and over	228	3,77	,67	Total	284,95	573		
Social issues	1-5 years	116	4,27	,60	Intergroup	4,25	3		
	6-10 years	116	4,31	,59					
	11-15 years	114	4,12	,72	Intragroup	224,77	570	3,59	,01
	16 years and over	228	4,11	,61	Total	229,01	573		
Overall avarage	1-5 years	116	3,82	,57	Intergroup	1,51	3		
	6-10 years	116	3,79	,57					
	11-15 years	114	3,67	,62	Intragroup	191,47	570	1,50	,21
	16 years and over	228	3,73	,59	Total	192,98	573		

P<,05

The third independent variable of the study is the type of school the teachers work at; primary, secondary and high school. Table 6 shows the results of the Anova test related to whether teachers' perception of problems differed according to the type of school they are working at.

Table 6. Anova test results of teachers' perception levels of problems according to the school types

Descriptive Values					Anova results				
Groups	SchoolType	n	$\bar{X}$	SS	Var. K.	KT	sd	F	p
Economic problems	Primary school	56	4,11	,68	Intergroup	5,09	2	5,74	,00
	Secondray school	254	3,98	,64	Intragroup	253,97	573		
	Highschool	266	3,83	,69	Total	259,06	575		
Employee rights issues	Primary school	56	4,12	1,63	Intergroup	18,74	2	11,71	,00
	Secondray school	254	3,59	,81	Intragroup	458,77	573		
	Highschool	266	3,48	,74	Total	477,52	575		
Psyhological problems	Primary school	56	3,65	,79	Intergroup	2,04	2	2,41	,09
	Secondray school	254	3,60	,63	Intragroup	242,39	573		
	Highschool	266	3,49	,63	Total	244,43	575		
Pre-service, in service and program issues	Primary school	56	3,99	,71	Intergroup	1,59	2	1,60	,20
	Secondray school	254	3,82	,74	Intragroup	284,10	573		
	Highschool	266	3,80	,67	Total	285,69	575		
Social issues	Primary school	56	4,24	,63	Intergroup	,74	2	,93	,40
	Secondray school	254	4,21	,65	Intragroup	229,6	573		
	Highschool	266	4,15	,62	Total	229,80	575		
Overall avarage	Primary school	56	3,96	,77	Intergroup	4,11	2	6,24	,00
	Secondray school	254	3,78	,57	Intragroup	188,99	573		
	Highschool	266	3,68	,53	Total	193,11	575		

P<,05

When Table 6 is examined, teachers differ from each other in perceiving problems related to two sub-dimensions of teacher problems (economic problems, 00, problems regarding employee rights, 00). Primary school teachers feel economic problems more than their colleagues. LCD test results shows that the significant difference in the perception of economic problems is due to the difference between high school teachers' ($\bar{X}$= 3,83) and other colleagues' views ($\bar{X}$= 3,98 and 4,11). Those economic problems are less common in the high schools. Problems related to employee rights are perceived differently by the primary school ($\bar{X}$= 4,12), middle school ($\bar{X}$= 3,59) and high school teachers ($\bar{X}$= 3,48). The overall average of all dimensions is also parallel. There is a statistically significant difference between the levels of perception of problems by primary school ($\bar{X}$ = 3,96), middle school ($\bar{X}$= 3,78) and high school teachers ($\bar{X}$= 3,68).

Another independent variable of research is the success levels of schools. It is aimed to test the hypothesis whether there is an inverse relationship between school success and problems. Table 7 gives the data on the level of perception of problems by the level of achievement of the schools in which the teachers work. High school achievement levels are ranked according to the student placement scores at the university; secondary schools are ranked according to the TEOG exam results and primary schools are ranked according to the observations of the researcher and the teachers at the research schools.

Table 7. Anova test results of teachers' perception levels of problems according to their school achievement level

Groups	Achievement level	n	X	SS	Var. K.	KT	sd	F	p
Economic problems	Low	186	3,99	,62	Intergroup	6,40	3	4,83	,00
	Middle	44	3,65	,72					
	Good	257	3,87	,70	Intragroup	252,66	572		
	Very good	89	4,06	,62	Total	259,06	575		
Employee rights issues	Low	186	3,52	,72	Intergroup	11,10	3	4,54	,00
	Middle	44	3,27	,88					
	Good	257	3,62	,94	Intragroup	466,42	572		
	Very good	89	3,84	1,12	Total	477,52	575		
Psyhological problems	Low	186	3,56	,62	Intergroup	1,39	3	1,09	,35
	Middle	44	3,42	,73					
	Good	257	3,55	,66	Intragroup	243,05	572		
	Very good	89	3,63	,64	Total	244,43	575		
Pre-service,in service and program issues	Low	186	3,80	,65	Intergroup	2,10	3	1,41	,24
	Middle	44	3,99	,58					
	Good	257	3,79	,75	Intragroup	283,59	572		
	Very good	89	3,91	,73	Total	285,69	575		
Social issues	Low	186	4,22	,57	Intergroup	,36	3	,30	,82
	Middle	44	4,16	,65					
	Good	257	4,17	,68	Intragroup	229,44	572		
	Very good	89	4,16	,61	Total	229,80	575		
Overall avarage	Low	186	3,75	,52	Intergroup	2,25	3	2,24	,08
	Middle	44	3,60	,58					
	Good	257	3,74	,60	Intragroup	190,86	572		
	Very good	89	3,86	,62	Total	193,11	575		

When Table 7 is examined, statistically significant difference was found between the levels of perception of problems related to economic and employee rights of teachers, in relation to the success levels of schools as well as the school type. As a result of the LSD test, the teachers of moderately successful schools feel the problems less ($\bar{X}$ = 3.65) than the other colleagues. The greatest difference between the averages was between the opinions of the teachers in the moderately successful schools and the opinions of the teachers working in very good schools.

In the perception of problems related to the employee rights, significant differences between teachers' opinions were found. There is a significant difference between the teachers' views working in schools with low success and the teachers' views in very good schools. Also, there are significant differences between the views of the middle-level school teachers and teachers in good and very good schools, the teachers in good schools and teachers in middle level and very good schools, the teachers in very good schools and teachers in other three schools.

The last independent variable of the study is high school types. Current debates and observations show that problems in vocational high schools are much more than other high schools. In order to test that hypothesis, vocational schools were included in the research. Table 8 shows the level of perception of problems by teachers according to high school types and values about whether these levels make a significant difference.

Table 8. t test results of teacher problems' differences according to the type of high school the teachers worked

Groups	Highschool Types	N	$\bar{X}$	SS	t - test t	Sd	p
Economic Problems	Anatolian Highschool	117	3,79	,69	-,88	293	,38
	Vocational Highschool	178	3,86	,68			
Employee Rights Issues	Anatolian Highschool	117	3,54	,78	,99	293	,32
	Vocational Highschool	178	3,46	,73			
Psyhological Problems	Anatolian Highschool	117	3,51	,64	,35	293	,73
	Vocational Highschool	178	3,48	,61			
Pre-service, in-service and program issues	Anatolian Highschool	117	3,74	,71	1,11	293	,27
	Vocational Highschool	178	3,83	,65			
Social issues	Anatolian Highschool	117	4,08	,63	1,25	293	,21
	Vocational Highschool	178	4,17	,60			
Overall avarage	Anatolian Highschool	117	3,67	,55	-,15	293	,88
	Vocational Highschool	178	3,68	,52			

P<,05

Is there a meaningful relationship between the level of teachers' perception of problems and their seniority, the school level, the type of institution they work at and the institution's academic success?

The third sub-problem of the research is to test whether there is a meaningful relationship between the level of teachers' perception of problems and their seniority, the school level, the type of institution they work at and the institution's academic success. Table 9 shows the correlation values taken in order to determine whether the level of teachers' perception of problems was related to their seniority, school level, high school type and school achievement level.

Table 9. The correlation values about the relationship between the the level of teachers' perception of problems and the seniority, school level, high school type and school achievement level variables.

Variables		Economic Problems	Employee rights issues	Psychological problems	In-service issues	Social issues	Teacher problems
Seniority	r	-,01	,03	-,11	-,12	-,12	-,06
1-5, 6-10, 11-15, 16 and	p	,86	,43	,01	,00	,00	,13
over	n	574	574	574	574	574	574
School level	r	-,14	-,17	-,09	-,06	,06	-,14
Primary, secondary and	p	,00	,00	,03	,16	,18	,00
highschool	n	576	576	576	576	576	576
Highschool type	r	,05	-,06	-,02	,07	,07	,01
Anatolian and vocational	p	,38	,32	,73	,27	,21	,88
highschools	n	295	295	295	295	295	295
School achievment	r	,00	,11	,02	,02	-,04	,05
Weak - Low - Medium -	p	,98	,01	,57	,57	,37	,26
Good - Very good	n	576	576	576	576	576	576

As known, it is possible to look at the relationship between two or more variables by correlation techniques. When Table 9 is examined, it is seen that there is no relation between the independent variables of the research and the levels of teachers' perception of problems. Since all the correlation values obtained are below 0.25, there is no relation or very weak relation.

4. Discussion Conclusions and Recommendations

This section includes discussions, conclusions, comments and suggestions about what the teachers' problems are,

how they perceive the problems in question and their differences according to some variables. Teacher problems covered in the study are divided into five sub-groups; Economic, employee rights, psychological, pre-and in-service and curriculum and social problems.

At the end of the research it has emerged that teachers regarded these problems as important problems which are included in the scale and collected in five sub-groups. Social and economic problems are the most common problems. Problems related to psychological and employee rights are expressed as problems that teachers see as important as but less frequently than others. In detail, the most common problems faced by teachers are the fact that the parents only hold the teacher responsible for the student's success, the disciplinary punishments for the students are not deterrent, and other work besides professional work such as boards, commissions, guarding, celebrations and bureaucracy works are too much. The fact that student parents are not sufficiently conscious of academic success and more flexible discipline rules are valid in schools for a long while may have caused teachers to frequently encounter these problems. If the teachers are thought to have entered the class for an average of thirty hours a week, that may result in the teacher's complaint about having extra work such as board, commission, guarding. The excessive burden of the teachers may have caused them to be unable to adequately deal with the students and their lessons, which may have resulted in students not receiving the training they need and exhibiting undisciplined behavior. It may be useful for schools to organize events from time to time to raise awareness of families about child education. In this context, institutional use of television can partially minimize complaints on this issue. That security experts assigned undertake guard duty can be an important attempt to relieve the teachers.

Teachers' level of perception of problems was significantly different according to their genders when both all of the problems and sub-dimensions were handled separately. That female teachers feel the problems more can be due to the fact that they are more serious about their profession, they are more emotional about the events, or they worry more about their problems as they are afraid of not overcoming them. An interpretation is not possible without investigating the underlying causes of this situation.

When the perception levels of the problems related to psychological, pre-in-service and curriculums and social problems in the survey were examined, a significant difference between the opinions of the new teachers and the old teachers in general terms emerged. It may be due to the fact that the new teachers do not recognize the institution's culture, environment, and system unlike the senior teachers. Organizing social and educational activities from time to time in the school under the management organization on environment and corporate culture will make it easier for new teachers to adapt to the system in a shorter period of time.

Analyzes were conducted to determine whether the problems faced by the teachers changed according to the level of school they worked in. It was found that the high school teachers felt their problems less than the teachers working at the other two school levels (primary and secondary school). This difference may be due to the fact that the investments made in primary and secondary schools are less than the ones in the high schools. Since the high school is a critical turning point for a student, the education he/she will take there will most directly and directly affect his/her future. However, it should not be forgotten that education is a whole; all school types, from pre-school to tertiary education, should be given necessary importance. Education in unified-classes should not be among the topics discussed in contemporary technology age.

As a result of the tests conducted to find out whether the academic achievements of the schools in which the teachers are working affect the level of perception of teacher problems, it is an expected result that teachers working in low-success schools feel the economic problems more and teachers in good or very good schools feel the employee rights issues more than other collogues in other schools. Very good or good schools are generally schools with higher economic opportunities in city centers. The teachers working in those schools also have better economic opportunities both within the school and outside the school. It shouldn’t be ignored that in places where socio-economic level is generally high, the teachers also give lectures outside the school. This situation can only be reorganized if the schools have equal opportunities and the service is delivered to the districts and country sides besides the city center.

One of the subjects to be specifically tested in the research is the fact that the problems of the vocational high schools, which are constantly come into question by the educational environment and the public opinion, are more than the other high school types. At the end of the analysis, there was no meaningful difference in terms of perception levels of problems in both high school types. However, the fact that vocational high schools have a number of instabilities within themselves, for instance, that a teacher working in a vocational high school is salaried twice more than a teacher working in a different type of vocational high school may have closed the visible gap in fact. Therefore, a better understanding of this issue is due to new research, especially in vocational schools with wider and more various samples.

The last sub-problem of the study is to test whether variables such as seniority, school level, high school type and school achievement, which are independent variables of the study, are related to the level of perception of teacher problems. In the study conducted, there was no statistically significant relation between the level of perception of teacher problems and the independent variables.

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